

COMPARISON OF COMMUNICATION SKILLS OF HUMAN SCIENCES AND NON-HUMAN SCIENCES ACADEMIC STAFF MEMBERS (ASMS) OF UNIVERSITY OF GUILAN (IRAN)

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ABSTRACT

The purpose of this research was Survey the Comparison of communication skills of Human Sciences and non-Human Sciences ASMs of University of Guilan. The research questions were: Is there a difference between extent of oral communication skill of Humanities and non-Humanities ASMs? Is there a difference between extents of feedback skills of Humanities and non-Humanities ASMs? Statistic population of this research was the entire ASMs at university of Guilan (nearly 300) in 2005-2006 academic years. 100% percent of ASMs in Faculty of Humanities (80 persons) and 30% percent of ASMs (75) were selected through classical random sampling. For communication skills of managers a questionnaire which is gathered by "Barton J.A" has been used as a special questionnaire of ASMs. Findings of research showed that there is no meaningful difference between ASMs of Humanities and non Humanities in related to the oral skill viewpoint. The comparison of two groups showed that ASMs of two groups is nearly same in using listening skill. Also, ASMs of two groups use more from listening skill and ASMs of human science extremely use feedback skill.

KEYWORDS: Communication, Oral Communication, Audio Communication, Feedback Communication

INTRODUCTION

Communication is the most important factor of life. Human beings understand their situation through communication with environment and others, transferring their requests and demands to others, and share their knowledge with others, complete their information in relation to people and other societies and according to that information, they make necessary decision for dealing with our cooperation. The reason for plenty of complaints is lack of proper communication or lack of understanding the viewpoints and other requests. In fact, when we love people and communicate with them, actually we understand their real essence requirements through a proper communication. Communication is the basis of our relationship with environment, world, beings and all other humans. Communication is a process that transfers a person or a group thoughts, ideas, feelings and information to a person or another group with a common language. We spend a great deal of time communicating. We talk, listen, have dialogues with ourselves, participate in group discussions, present oral reports, watch and listen to mass communication, and so forth. From birth to death, communication shapes our personal, professional, civic, and social lives as well as culture in which we live (Julia wood, 2014). In this case, communication is the necessary means of social life which without if life is never imaginable. Of course, during the history of human life, communication means are more variant and developed. Although nowadays we

can easily send message to every other person in the whole world through fax, computer and other communication means and because of existing developed communication systems, we can be aware of everyday and moment to moment of last discoveries, inventions and scientific findings and technology and world events, but the issue of human communication and how to communicate with others and transferring the concept to other people is still remained in the same place. In fact, increasing the level of requirements, human complexity, and large amount of information and extension of concepts caused to create communication problems and complexity of relation between human beings. Human communication is a complex activity that draws on a diverse set of linguistic, cognitive, and motoric skills. A communication disorder may have its onset in the developmental period. Alternatively, normally acquired speech and language skills may be disrupted by illnesses and events in late childhood and adulthood (Louise Cummings, 2014). Success of ASMs, teachers, parents, managers of educational department and also all those who manage their organization through work and communication with human beings, depends on their ability in making contact with them. Each ASM deals with many problems which he/she not having enough skill and attention in making contact cause to decrease the effectiveness of his and his scientific group. An ASM should answer his student's questions, have a proper relation with students in the class and out of the class and have a mutual they can use their scientific and valid authority for developing their purposes and opinions, but they should have high self esteem, criticism and research morale. In such a case, the best means for justifying people or having sympathy with them is proper use of communication process.

Different Types of Communication Skills

Ability to communicate is a necessary skill for human beings which some people have more skill in this case. But attaining perfect and comprehensive communication skills need to be trained and just ability to communicate with people in an everyday talk is not enough for a person from education and achieving communication skills viewpoint in advanced level. (Hadi Payman et al, 2011). A communication skill is ability or skill for transferring thoughts, ideas and information from sender to receiver in a way that effectiveness and efficiency could be understood. (Rao, 2008) Existing evidence shows that there is a direct relationship between effective relation and extent of people input or output. (Hadi Payman et al, 2011). Communication is the process of creating shared understanding. There are many ways in which we seek to create mutual understanding: many technologies, processes and social conventions. But the most fundamental medium we use to communicate is conversation. So thinking about the way we hold conversations in a very good way to start improving our communication skills (Alan Barker, 2013). Communication skills are the tools that we use to remove the barriers to effective communication (MTD Training, 2012).

In order to make clear the concept of effective communication, we should know its necessary elements. These common elements in effective oral communication are: active listening technique like explanation and description of statements to being sure of understanding the issue. Also, in this case we have sympathy with other person viewpoint which is indicator of honest interest in relation to what the person was communicating with and was trying to see the existing status with his eyes. Creating a friendly and confident relation is very important for having an honest and meaningful relation. Another important element is understanding the prejudice mentor our understanding from other person and what is the effect of our relation on that person. Perhaps one issue which is more discussed in the case of effective relations is awareness and ability to use and demonstrate non-spoken relations. It has been estimated that 60 to 65 percent of a social behavior are non-spoken relations. Non-spoken relations are: appearance, eye contact, examines the personal distance, face expression and movements are different from one culture to another. In addition, on-spoken communications

are extra elements in a direct transmission that can support from an oral message, correct it, or oppose it. In all cultures, people use non-spoken communication without thinking because they have learned non-spoken communication in an environment which they have grown in it. (Johnston et al, 2012)

Nonverbal communications can obtain data about wider emotional/rational matters rather than material facts, offering more truthful insights into what lies behind the verbal message (Andy Green, 2006). Everyone possesses a wealth of knowledge, beliefs and experience regarding nonverbal communication. These facts bring to mind three aspects of nonverbal communication that you make use of during your day-to-day interactions with others. One concerns the sending of nonverbal messages; the second, receiving them; and the last, the complex interplay between the first two. First, you send (or encode) nonverbal messages to others-sometimes deliberately, sometimes not. In the case of the former, your goal is for the other person to understand a particular message that you have sent to him or her along one or more nonverbal cue channels, such as your tone of voice, posture and facial expression. Sometimes you succeed, if you do not, it could be because your message was unclear, contradictory, or ambiguous or because the other person missed, ignored, or misread your nonverbal message. You also send nonverbal messages to others that are not deliberate or even intended by you for example, you naturally communicate with your biological sex to others via a series of static nonverbal cues that include your body shape and facial features, and you can burst into tears when sad. You have sent a powerful nonverbal message to others in each case, even though your goal was not necessarily to do so. There are times in which important information about your emotional state, attitudes, and intention leaks out of you nonverbally. Your bitterness toward a rival's remarks might be revealed in a flash of anger across your face despite your best efforts to conceal it. Such facial cues are dynamic nonverbal in nature because they change during an interaction. As you might have guessed already, you live in a sea of static and dynamic nonverbal messages. These messages come to you when you are interacting with others and even when you are all alone (Mark Knapp, Judith Hall, Terrence G.Horgan, 2013). Different types of communication skills are content skills, process skills and perceptual skills. Content and process skills have more interpersonal aspect. Nowadays in training communication skills plans, process skill is taught (Hadi Payman et al, 2011). From management and communication specialist viewpoint, there are different methods in dividing communication skills which one of them is division of communication skills to three skills: feedback, listening and speaking. Feedback skill is a kind of control in communication process and is return of message result to message sender in a way that sender is aware of sending status and way of receiving and understanding message. Without feedback it is difficult to know whether the message is understood or not. Listening skill consists of observation, attention and listener perception and it improves sense of responsibility and commitment through creating sympathy and cooperation. Oral skill is conscious use of oral symbols for encouraging others to work better which is a kind of practical communication for mentioning opinion, idea, feeling or condition and it is one of the best means of getting the most values in life and reducing the punishment. (Baghiyani Moghadam et al, 2012) Interpersonal communication involves interaction between two persons, or a small group, on a one-to-one basis. The advantage of interacting with fewer people makes it possible for people to open up and discuss matters to one another's convenience. The possibility of exchange of views and opinions on the spot makes this type of communication very valuable to an organization. Staff meetings, briefings about work to be carried out, feedback and customer relations are example of this type of communication (Leena Sen, 2007).

Importance of Communication Skills in Higher Education Organizations

Among management in different organizations, education organization management has comprehensive

importance and can affect on the extent of processes development and people capabilities and so it will increase students learning and generally it improves education and its efficiency. Educational managers and board of education members work in different education groups of university. Equip these people to necessary skills is such a communicating skill which cause to achieve an effective educational system with high efficiency and authority. (Baghiyani Moghadam et al, 2012). In each communication pattern there is a person or people, institution or group as a source or sender of message for making communication which its existence is much more necessary for making communication and can have important role in having effect on communication; this role in class and educational activity is upon teacher. If we don't consider teaching equal to communication, at least we shall know communication a necessary element in education process. (Sharifi Rad et al, 2010) Communications in class is as one of the necessary means of education. (Ardalan et al, 2011) About importance of communication in educational organizations Myrkamaly said that if educational managers have enough training in addition to knowledge and skills, education system will have high effectiveness, efficiency and reliability. One of these skills is technical behavior of staff and in the other words communication skills. (Rajabian, 2012) Communication skills are once which can have role with regard to interpersonal interactions and relationship between people. Because communication is the foundation of human relations, it's no surprise that many communication specialists build careers in public relations, human sources, grievance management, negotiations, customer relations, and development and fund-raising. In each of these areas, communication skills are essential. Communication degrees also open the door to careers in management. The most important qualifications for management are not technical skills but the ability to interact with others and communicate effectively. Good managers are skilled in listening, expressing their ideas, building consensus, creating supportive work environments, and balancing task and interpersonal concerns and dealing with others (Julia Wood, 2014).

Generally the purpose of education is transferring information and knowledge from one generation to another and creating favorable changes in person's behavior. Poor communication can make more difficult learning of easiest and most understandable issues. (Dehnaviyeh et al, 2011) One of the most important forgotten aspects of training professors is achieving a perfect preparation in variant communication skills which enable them to communicate with their students with a valid and perfect base and knowledge. In societies with different cultures and languages, improving the level of interpersonal communication skill in professors is necessary for making communication, ability to recognize education requirements and proper answer to student's question. In addition, oration and rhetoric skills in giving speech should be considered for organizing material statement and special skills in keeping the group discussion dynamic. (Hadi Payman and et al, 2011)

Research Purposes

The general purpose of the research was comparison of communication skills between two groups of ASMs at human science and non-human science faculties and its secondary purposes were:

- Determining the extent of using each of communication skills from human science and non-human science faculties ASMs.
- Comparison of using communication skills of human science and non-human science faculties ASMs.
- Comparison of using audio communication skills of human science and non-human science faculties ASMs.

Population and Samples

Statistic population of this research was all the ASMs of University of Guilan (300) which worked during 2007-2008 academic year, 100% percent of ASMs at Human Science Faculty (80) and 30% percentage (75) of ASMs from other faculties were selected as classical random sampling.

Research Questions

Is there any difference between ASMs of human sciences and non-human sciences faculties with respect to “oral communication skill” viewpoints?

- Is there any difference between ASMs” of human science and non-human science faculties with respect to “audio communication skill” viewpoints?
- Is there any difference between ASMs” of human science and non-human science faculties with respect to “feedback communication skill” viewpoints?

Importance of Research

ASMs act in a world of hint, gesture, writing and speech. Most of the time, ASMs spend in communicating with students and colleagues and these communications harmonize them for doing scientific and social purposes. The done researches indicate that ASMs in act prefer speaking communication to other communications. Evidence shows that skill in speaking and writing communications is necessary and important for discovering job and effective performance in work. So, we can say that communication is important for these reasons:

- Communication is a process which programming, organizing, leadership and control are done by it.
- Communication is an activity that professors use it for harmonizing and coordinating their time. Ability to communicate is one of the important indexes of human relationship. Success of professors, mothers, mentors, managers and specially managers of higher education depends on their ability to communicate.

Communication is the main source for making human communication which we can understand others goals and intentions through it. Communication issue is very important in educational affairs such as teaching, changing the behavior and guiding people. Perhaps the most effective part of education is authority of manager or teacher on student until the student is not impressed by manager or teacher personality we cannot expect that accept the ideas and thoughts from interest and make a change in him.

It seems that ASMs who are educated in human science majors are more successful in making effective communication and know the methods and way of communicating better than professors of non-human science. In this research, researchers want to survey and compare communication skills of human science and non-human science at university of Guilan.

Research Area

Issue area of research is comparison of communication skills of ASMs at human science and non-human science faculty, and place area of it is different faculties of Guilan University, and time area of it is 2007-2008 academic year.

Research Background

Tasdighi (1986) has concluded that most of the principals do not have necessary skill. Most of the schools principals for the sake of lack of skill in educational management major and majors related to education and not taking courses in management do not have enough information about management rules. Azizi (1997) showed that there is a positive and meaningful relationship between job background of principals and making a good communication at school, and it was in such a way that principals who had more job background and experience were more successful in making a good communication in educational environment and with student's parents and students themselves. Khoram Abad, Yahyavi (1998) has reported that there is no significant difference in capability indexes from educational major and principals split in genders' viewpoint at high-school and guidance school. They showed that there is a relationship between job abilities of school principals and their observation score.

Research Method

Research method in this research is descriptive-analytic and researcher has used two methods, previous information method (library research) and scope method (questionnaire).

- In previous information method (library research) researcher has gathered information through study and surveying the books and scientific sources, specific scientific articles, thesis and previous researchers in relation to research issue.
- In scope method (questionnaire) researcher has used scope method and questionnaire for lack of interview with every persons of research sampling group.

Research Device

In this research library studies and special questionnaire of professors about their communication skills has been used for evaluating the variables. This questionnaire is a type of closed questionnaire which had 18 items and measure the feedback in three parts of communication, speech and relationship skills. This questionnaire is offered by "Barto J.A" which has been used with a little change and after tentative study (for its justifiability evaluation content justifiability method and questionnaire perpetuity is done with calculating Alpha Chronbach 0/82).

First Question

Is there a difference between academic staff members of human science and non-human science from speech communication skill?

Table 1: t Test for Two Groups with Respect to Speech Skill

	The Gained	DF	Sig
With equal variances	0/879	144	0/380
With unequal variances	0/893	170/44	0/373

N=145

According to above table, amount of t test of two groups, shows that we can not reject H_0 hypothesis. In other words the gained difference in sample medians is not significant. So we can expect that there is no meaningful difference between academic staff members of human science and non-human science with respect to using speech skill viewpoint.

Second Question

Is there a difference between listening communication and academic staff members of human science and non-human science faculty?

Table 2: t Test for Two Groups with Respect Listening Skill

	The Gained	Df	Sig
With equal variances	1/349	144	
With unequal variances	1/327	146/515	0/187

According to table 2, extent of t in two independent group shows that we can not reject H_0 hypothesis. That is the gained difference in sample medians is not meaningful. So we can say that listening communication skill between academic staff members of human science and non-human science faculty is not meaningful.

Third Question

Is there any difference between feedback of communication skills between professors of human science and non-human science college?

Table 3: t Test for Two Groups with Respect of Feedback Communication

	The gained	Degree of Freedom	Meaningful Level of Test
With equal variances	2/467	144	0/014
With unequal variances	2/504	166/305	0/013

According to table 3 with respect of significant level of test, we can reject H_0 hypothesis. In the other words there is a significant difference between two groups of academic staff members from extent of using feedback communication viewpoint. That is professors of human science use this skill more than non-human science academic staff members.

DISCUSSIONS AND CONCLUSIONS

Generally, we can conclude that with regard to importance of making proper communication of university ASMs for increasing education capability and effectiveness toward improving this communication between programming ASMs.

Research Question 1

This research findings shows that there is no meaningful difference between two groups of ASMs of human science and non-human science Faculties with respect to using speech skill viewpoint. A speech skill is an important factor for making effective communication in teaching and publication of research work (scientific). (Bandera and Sherburne, 2005) A teacher with this knowledge that non-spoken messages extremely depends on spoken messages and can be improving, adaptable, emphasizing, defecting and or changing the words which are used, its necessary to evaluate their ability as a sender of message and restrain from any inner emotion in behavior and their speech and in this way help the communication process. (Sharifi Rad, 2011) Also, Tavakol et al (1988) have shown that ASMs have enough skill, are good-behavior and regard the class reverence, but their speech skill is a little lower than standard level and about giving opportunity to students for expressing idea and having intimacy relationship with students are not in a good status.

Research Question 2

The research findings show that there is no meaningful difference between two groups of professors at human science and non-human science college from audio communication skill viewpoint. Although, human beings spend a lot of time on listening, but so many issues need to be considered for effective listening. It should be noted that just listening differs from effective listening. Many of people just listen but they don't listen effectively. Human being can know others with effective listening skill and meet his needs better and even attract most of their cooperation. (Rezayian, 1992) With so many studies in the case of communication skills it shows that many people need listening skill, because training is not enough in this case. Listening with focus is more than just physically hearing words as they stream by. It is actually a complicated process that needs many hard works. You can't listen well when your energy is zapped, when you're stayed up all night, or your stomach is growling fiercely. Focused listening means that you are concentrating fully on what's going on in class (Constance Staley, 2013).

Listening generally involves a five-step process: attending, understanding, interpreting, responding, and remembering. This process is active rather than passive and involves using a number of behaviors and tools to be most effective. The various types of listening like critical, empathic, informational, and appreciative have their own characteristics and techniques. Which type of listening is used and which behaviors are involved depend on the situation and the people engaged in conversation. Self-awareness plays an important role in being a good listener. A large part of the facilitator's role for a listening skills workshop is to help learners recognize their strengths and weaknesses when it comes to listening and to help them develop strategies to increase their listening effectiveness (Lisa J. Downs, 2008).

Research Question 3

The research **findings indicates** that there is a meaningful difference between two groups of ASMs from extent of using feedback relationship viewpoint that is ASMs of human science use this skill more than ASMs of non-human science. Khaledi and Skeikhani have concluded that there is a meaningful difference between professors and students viewpoint about teaching skills and from professors viewpoint if the evaluation is done correctly by student and its feedback is given to professor can be a good means for helping to improve education quality. (Sharifi Rad, 2011)

As it was mentioned to some researches and research thesis and its findings, we can say that professors of human science are in an acceptable level from communication output. These reports show that curriculum development of ASMs can increase education and learning of communication skills and provide useful information about principals related to such a curriculum. The entire improvement curriculum of professors shares a common factor: communication skills are defined very well, group process, self-evaluation and active learning. These principals are considered as a starting point for developing a longitude of curriculum of ASMs development at universities. (Lang, Everett, McGowan, Bonnard, 2000). Although teaching researches of communication skills have shown that communication skills can be taught, a criticism of this research is that, it's not always clear which skills are going to be taught and whether this skills are adaptable with those who are evaluating or not (Bylined and Brown, 2008).

SUGGESTIONS

- The research results show that there is no meaningful difference between two groups of professors about study from extent of speaking and listening skills, but there is a meaningful difference about extent of feedback skill, it's necessary that professors of two groups have a special attention to content of communication skill.

- Professors of two groups have a special attention to education and learning of these skills with regard to importance and value of communication and how to communicate.
- With regard to research study, most of the people who want to improve their communication skill, they attention more to speaking skill and disregard effective listening skills. But active and effective listening is basis of useful communication skill which should be attention to it.
- Professors of both groups should attention to communication obstacles in addition to make communication with students, colleagues and principals of college and university to transfer the intended message in a desirable way.
- Responsible of higher education should allocate time and give attention to training of communication skills especially effective speaking, listening and feedback and ask experienced people to teach this issue to education principals.

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